

III 1 · 2 · 3 · 4

1	2
<p>I</p> <p>1) adapt to a variety of climates 2) (need to) regulate heat and humidity 3)</p> <p><u>Because Anchorage has a subarctic climate, modern buildings there</u> are built to retain heat and make the most of sunlight, which is done by means of efficient boilers (OR central heating systems), thick insulation and large windows.</p>	<p>I</p> <p>1) natural disasters 2) constructed to reduce damage from earthquakes 3)</p> <p><u>Because many fishing communities in coastal areas of Indonesia face flooding,</u> <u>houses are built to be</u> above the likely high water point of floods and tides, <u>which is done by building them on</u> top of long timber stakes (OR piles) that have been driven into the ground. (... <u>houses are built to be safe</u> from harm when the water level rises, <u>which is done by building them on</u> ...)</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

3	4
<p>I</p> <p>1) can sound complicated 2) college education (in eighteen years' time) 3)</p> <p><u>Finally, Callum, who is fabulously rich,</u> <u>wants to try</u> investing for fun to make enough money to pay for <u>a speedboat</u>.</p>	<p>I</p> <p>1) lose money 2) (your) money into (bank) savings accounts 3)</p> <p><u>Although buying property can be risky because the value</u> of property can fall, <u>it exists</u> in the real world <u>and you can often rent</u> it out to someone else.</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

III 5 · 6 · 7 · 8

5	6
<p>I</p> <p>1) two groups of gases 2) useful (to humans) 3)</p> <p><u>The second group makes up</u> a small proportion of the volume of air, <u>but it includes</u> water vapor, ozone and carbon dioxide, which are enormously important to life on Earth.</p>	<p>I</p> <p>1) (The) Earth's water (Water on (the) Earth) 2) an important source of minerals for human use (important sources of minerals for human use) 3)</p> <p><u>Despite</u> holding a small percentage of water on Earth, <u>many freshwater sources, like</u> fresh groundwater, glaciers and rivers, are vital (OR important) to land-based life.</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

7	8
<p>I</p> <p>1) (the adoption of) intensive farming (methods) 2)</p> <p><u>Also, everyday staples are cheaper to produce, which means</u> farmers have more money to invest in machinery. 3) health problems (related to malnutrition)</p>	<p>I</p> <p>1) avoided famines 2)</p> <p><u>It also often requires</u> the transformation of natural habitats, which results in the reduction of the variety of plants and animals and even the extinction of species. 3) too high a price to pay</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

9	10
<p>I</p> <p>1) something that most of us use every day 2) replace or repair items that are broken (like shoes or a bicycle) 3) <u>In conclusion</u>, the key to good personal finance <u>is to strike</u> a perfect balance between spending and saving.</p>	<p>I</p> <p>1) is by hand 2) can look unprofessional 3) <u>In short, perhaps</u> the best way to decide whether or not to write a letter by hand (OR handwrite a letter) is to <u>first think about the occasion</u>.</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

11	12
<p>I</p> <p>1) wants to buy a new game console 2) can be morally worthless 3) <u>If, however</u>, Matthew had taken the job because he felt it was the right thing to do, <u>Kant</u> would have said that his actions had (had) moral worth (OR had come from a good will).</p>	<p>I</p> <p>1) dreamed (that) he was a butterfly 2) thinking about our existence (the very act of thinking) 3) <u>Interestingly, though</u>, Descartes wouldn't have approved of Zhuangzi using his senses (OR eyes and ears) to find the answers <u>because</u> he felt they could be too easily deceived.</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

13	14
<p>I</p> <p>1) region 2) <u>Whales were hunted because</u> their bodies were an excellent source of materials for making all kinds of products: <u>blubber could</u> be turned into oil; <u>baleen could</u> be made into corset stays; <u>and ambergris was</u> a brilliant fixative for perfumes. 3) declining whale population</p>	<p>I</p> <p>1) numerous cities that owe their existence 2) <u>Trading in animal furs</u> became a lucrative business <u>because</u> furs were prized by Europeans: <u>beaver fur was</u> used to make felt for hats; <u>fox fur was</u> popular for trimmings on coat collars; <u>and mink fur was</u> ideal for making winter coats. 3) other materials (in place of fur)</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

15	16
<p>I</p> <p>1) <u>The Mughal Empire, which covered</u> most of northern India <u>before breaking up, was</u> one of the most important domains in the world. 2) began to form a cohesive whole 3) people of different faiths</p>	<p>I</p> <p>1) <u>The Songhai Empire, which covered</u> a vast expanse of Africa <u>before declining, was</u> one of the largest empires in history. 2) Muhammad I Askia* 3) tribal chiefs and leaders</p>

*"another emperor" is not acceptable here.

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

17	18
I	I
<p>1) the Suez Crisis</p> <p>2)</p> <p><u>Issigonis and his team managed to do this by mounting an existing engine transversely, putting the transmission under it, and having it drive the front wheels.</u></p> <p>3) over five million (by 1988)</p>	<p>1) limited distances</p> <p>2)</p> <p><u>They managed to do this by developing Morse code, creating a telegraph key, and adding relays along the length of the telegraph wire.</u></p> <p>3) electric telegraph system</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

19	20
I	I
<p>1) achieved (great) fame through (her novel) <i>Jane Eyre</i>*</p> <p>2) attracted many favorable opinions</p> <p>3)</p> <p><u>It dared to explore social and religious conventions during the Victorian era and shocked many people at the time, and even today its self-confident protagonist inspires readers.</u></p>	<p>1) found (great) happiness at university</p> <p>2)</p> <p>It highlighted the problems of finding happiness within repressive societies, <u>and its prose and insight</u> into the English middle class continues to influence other authors.</p> <p>3) able to see (lucky enough to see)</p>

* Students do not need to indicate italics for *Jane Eyre*.

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

21	22
I	I
<p>1) hard to explain</p> <p>2)</p> <p><u>The day began well, with MacDougal and me fully acclimatized to the thin air and MacDougal able to eat all of his breakfast in record time.</u></p> <p>3) I could only dangle (helplessly)</p>	<p>1) this day (today)</p> <p>2)</p> <p><u>After lights on, I subjected myself to 2WIT-2WU's isotheric muscle therapy session, which meant that I was able to carry out my pre-13:00 tasks as fast as when I was twenty.</u></p> <p>3) a (powerful) magnetic field</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

23	24
I	I
<p>1) usual assortment of</p> <p>2) he was staring at</p> <p>3)</p> <p><u>When Alfred asked the goblin about yesterday's football scores, it sighed and replied that it wasn't telling him, and also that it was rude to look at another person's paper while they were reading it (OR and also that he should buy his own paper).</u></p>	<p>1) wasn't pleasant</p> <p>2) Eva</p> <p>3)</p> <p><u>When Bonita replied that she'd come to see Eva and asked her what had happened, Eva stood up and told her that the bus had been hit by a car, and though nobody was injured one of her mom's favorite lockets (, which she had borrowed,) had broken.</u></p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

25	26
I	I
<p>1) towering above the fielders (like a (white-clad) giant) (at the other end of the pitch)</p> <p>2) <u>Imran's legs</u> built up momentum <u>and</u> <u>he</u> metamorphosed into a wild-eyed juggernaut, <u>swinging his arm and sending</u> the ball whistling towards Sachin.</p> <p>3) slow motion</p>	<p>1) Imran (Younis)</p> <p>2) <u>Imran charged and thought he saw</u> a glimmer of hope in Sachin's eyes <u>before the ball flew</u> out of his hand. (... <u>before the ball arrowed</u> towards the ground.)</p> <p>3) impossibly good swing</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

27	28
I	I
<p>1) Martin and his mates</p> <p>2) counting sheep</p> <p>3) <u>After a few seconds</u>, the whiteness cleared, and <u>Martin turned</u> to talk to his mates, <u>but</u> they were gone.</p>	<p>1) started to rain</p> <p>2) jumped up to grab a branch</p> <p>3) <u>Alisa looked down</u>, fully expecting to see a rage-filled monster <u>but instead</u> faced something altogether different.</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

29	30
I	I
<p>1) <u>The post office clerk told Osman</u> that sending packages to Normak required a full list of contents, verified by the relevant government department and completed in triplicate, <u>and that without it the post office</u> wouldn't be able to process shipment. (... required a full, verified list of contents completed in triplicate, <u>and that without it the post office</u>...)</p> <p>2) birthday cards</p> <p>3) (to be) classed as packages during peak delivery months</p>	<p>1) <u>Mr. Stapleton solemnly told Miss Waincourt that the responsibility for</u> the payment of her late father's debts now fell upon her, <u>as her elder brother</u> had recently been killed in the Crimea. (... had recently been killed and she was the next of kin.)</p> <p>2) be made homeless</p> <p>3) all her belongings</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

31	32
I	I
<p>1) human language</p> <p>2) new meanings</p> <p>3) Human language has the <u>potential for creativity and innovation</u>, <u>whereas</u> animal communication systems are limited to topics significant to the animals' survival.</p>	<p>1) <u>"Words differ</u> from language to language, evidenced by the fact that all humans are of the same species that speaks over 6,000 <u>languages</u>, <u>but in</u> animal communication, <u>even with some dialectical variation</u>, <u>by and large the</u> range of variability is quite small when compared to human <u>language</u>."</p> <p>2) concepts and ideas</p> <p>3) the environment</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

33		34	
I		I	
<p>1) <u>Myths, legends, stories, fables and movies</u> are full of animals with whom we can communicate and who often instruct us, <u>showing us that</u> there seems to be some sort of universal human compulsion to communicate with animals.</p> <p>2) animals that communicate</p> <p>3) understand something</p>		<p>1) forager bee</p> <p>2) <u>The three dances</u> bees do to tell the other bees the <u>distance</u> from the food are the <u>round dance</u> (to indicate food is <u>up to 5 meters away</u>), the sickle dance (to indicate that the food is between 5 and 20 meters away), and the tail-wagging dance (to indicate that food is more than 20 meters away).</p> <p>3) frequently switching direction</p>	

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

35		36	
I		I	
<p>1) number of repetitions</p> <p>2) food source</p> <p>3) <u>Using the sun and duration of the dance</u>, the bees perform <u>the sickle dance and the tail-wagging dance</u> to communicate (to the other bees) <u>the location of the food source, sometimes</u> communicating distances to food (positioned) up to six (6) miles away.</p>		<p>1) (a) methodically created (set of) conditions</p> <p>2) <u>After von Frisch moved</u> a food source a bee had found, <u>he noted</u> that the bees returned to <u>the original location, showing that instead</u> of following a smell the bees were communicating direction.</p> <p>3) to walk</p>	

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

37		38	
I		I	
<p>1) <u>Also unlike humans, different bee species</u> vary the forms they use in their communication system, <u>shown by variations</u> in the dances they do, <u>which are not universally understood, exhibited by</u> bees flying past a food source after witnessing the dance of (the forager bee of) another bee species.</p> <p>2) acquired through exposure</p> <p>3) they had been raised in isolation</p>		<p>1) <u>The two vocalizations</u> bottle-nosed dolphins create are pulsed sounds and pure tones; <u>one of the pulsed sounds is used for echolocation</u> (OR <u>to identify objects</u>), <u>and one of the pure tones is used to locate a pod and to also</u> send out alarms (and/or distress calls).</p> <p>2) identify individuals</p> <p>3) range of topics</p>	

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

39		40	
I		I	
<p>1) ground or aerial predators</p> <p>2) <u>Studies have shown</u> that prairie dog alarm calls provide information about the size and shape of predators, in addition to locational information.</p> <p>3) color and size</p>		<p>1) genetically speaking</p> <p>2) <u>Non-human species react to aspects</u> of environmental stimuli on limited topics, <u>such as feeding</u> (AND/OR protecting territory, showing dominance and attracting mates) <u>and use calls, facial expressions and gestures to communicate with</u> each other.</p> <p>3) separate alarm calls</p>	

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

III 41 · 42 · 43 · 44

41	42
I	I
<p>1) <u>The heat was oppressive, and the youths</u> in the gallery had taken off their coats and waistcoats (OR talked to each other OR shared oranges with tawdry girls); <u>women</u> were laughing in shrill and discordant voices; <u>and the sound</u> of popping corks came from the bar.</p> <p>2) of the same flesh and blood</p> <p>3) marvelous, fine and noble (marvelous as Dorian loved her)</p>	<p>1) the world's adoration</p> <p>2) <u>Dorian thanked Basil, then explained that after the orchestra</u> (OR about five minutes OR the curtain rose) they would see the girl (OR Sibyl Vane).</p> <p>3) gazing at her (motionless) (as one in a dream)</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

43	44
I	I
<p>1) Sibyl (Vane) moved</p> <p>2) false tone (tone of voice)</p> <p>3) <u>Dorian (Gray) grew pale, puzzled and anxious, and his friends were</u> horribly disappointed, <u>but they waited for</u> the balcony scene (OR the second act) <u>because they felt that it was</u> the true test of any Juliet.</p>	<p>1) (stagy) acting (staginess)</p> <p>2) <u>The passage beginning "Thou knowest"</u> was declaimed like a schoolgirl taught to recite by a second-rate elocution professor, <u>and she spoke those lines beginning "Although I joy in thee" as though</u> they conveyed no meaning to her.*</p> <p>➤ Answers should include the key words above and one of the following:</p> <ul style="list-style-type: none"> • like a schoolgirl • second-rate elocution professor • with painful precision <p>3) stamped and swore (with rage)</p>

* In the cases above students must use quotation marks.

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

III 45 · 46 · 47 · 48

45	46
I	I
<p>1) <u>When the second act was over, Lord Henry said that</u> although Sibyl Vane (OR she) was beautiful she couldn't act, <u>to which Dorian answered</u> that he was going to see the play through <u>and apologized for</u> making them waste an evening.</p> <p>2) had (entirely) altered</p> <p>3) (really) fascinating</p>	<p>1) wanted to be alone</p> <p>2) <u>Dorian, looking pale, proud and indifferent,</u> went back to his seat, <u>and the play dragged on</u> (OR seemed interminable OR was a fiasco), <u>with the last act being</u> played to almost empty benches.</p> <p>3) smiling over some secret (radiant)</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

47	48
I	I
<p>1) she was ill</p> <p>2) <u>Sibyl asked him if</u> he understood why she had been so bad <u>and why</u> she should never act well again. (... <u>and why</u> she always would be.)</p> <p>3) the (one) reality of her life</p>	<p>1) were not hers (were unreal)</p> <p>2) going to be wonderful</p> <p>3) <u>She asked Dorian to take her away because</u> she hated the stage <u>and because he had made her</u> see that it would be profanation for her to play at being in love.</p>

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

49	50
I	I
<p>1) <u>Sibyl</u> came across to him and pressed his hands to her lips, <u>but</u> he drew them away, and a shudder ran through him.</p> <p>2) stirred his imagination (used to stir his imagination)</p> <p>3) a third-rate actress</p>	<p>1) <u>Sibyl murmured that</u> Dorian was not serious and that he was acting, <u>but</u> <u>Dorian</u> bitterly answered that he left the acting to her because she did it so well.</p> <p>2) leave her</p> <p>3) try to improve (work (so) hard)</p>

Note
Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

51	52
I	I
<p>1) mathematical (mathematics)</p> <p>2) Andrew Wiles</p> <p>3) Cambridge</p> <p>4) (truly) historic occasion (complete proof)</p> <p>5) algebra (calculations)</p>	<p>1) mathematics community (world of mathematics)</p> <p>2) announce his discovery</p> <p>3) fantastic progress</p> <p>4) glory is shared (out)</p> <p>5) If Wiles had solved Fermat's Last Theorem, then the most wanted prize was his alone, <u>but there was</u> a significant chance that he had made a fundamental error.</p> <p>6) collaboration and brainstorming</p>

Note
Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

53	54
I	I
<p>1) Newton Institute (institute)</p> <p>2) local library</p> <p>3) Collaboration is encouraged</p> <p>4) L-functions</p> <p>5) <u>Wiles's main reason</u> for making the announcement at the Newton Institute (OR the institute) was that it was in his hometown of Cambridge, where he had developed his passion for numbers and alighted on the problem which was to dominate the rest of his life.</p> <p>6) no solution</p>	<p>1) (great) mathematicians</p> <p>2) mathematics</p> <p>3) the moment</p> <p>4) <u>The problem looks straightforward</u> because it is based on Pythagoras's theorem, the fundamental theorem that every schoolchild is forced to learn. (... Pythagoras's theorem, which everyone can remember.) (... Pythagoras's theorem, which has been scorched into millions of human brains.) (... Pythagoras's theorem, which can be understood by a ten-year-old.)</p> <p>5) Pythagoras (of Samos)</p> <p>6) appreciated in their own right</p>

Note
53, 54, 55: Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

55	56
I	I
<p>1) Egyptians and Babylonians</p> <p>2) assimilating (he had assimilated)</p> <p>3) more absolute</p> <p>4) conducted them (conducted calculations) (were passed down)*</p> <p>*In this case the meaning of "they" changes from "the Egyptians and Babylonians" to "the complex calculations."</p> <p>5) found a school</p> <p>6) He wanted to understand numbers and hoped to find a supply of free-thinking students, but the tyrant Polycrates had turned Samos into an intolerant and conservative society. ➤ Answers should include the key word above and one of the following words to describe Samos's society: • intolerant • conservative</p>	<p>1) The roots of</p> <p>2) deceptively simple</p> <p>3) mathematics community</p> <p>4) could have rendered</p> <p>5) by no means</p> <p>6) dispose of</p>

57		58	
I		I	
1) contribution to 2) first-hand accounts 3) highly skilled 4) practical purposes 5) patronage of 6) Pythagorean Brotherhood		1) It is possible to find an infinite number of whole number solutions to Pythagoras's equation (OR $x^2 + y^2 = z^2$), but it appears that no whole number solutions exist to its sister equation (OR $x^3 + y^3 = z^3$) (... , but it appears to be impossible to find whole number solutions to the sister equation (OR $x^3 + y^3 = z^3$)).	
59		60	
I		I	
1) Fermat was confident that his theorem $x^n + y^n = z^n$ has no whole number solutions for n greater than 2 was true because it was based on proof , but this proof had been lost , which led to generations of frustrated mathematicians. (... based on proof , but there was no hint of what this proof might have been , which led ...)		1) When Andrew Wiles was a boy, he had dreamed of recreating (OR rediscovering) the proof to Fermat's Last Theorem (OR Fermat's proof), and when he finally managed to do so, two hundred mathematicians clapped and cheered in celebration. > Answers should include the key words above and one of the following words that describe the response of the mathematicians: • clapped • cheered • celebration	

61		62	
I		I	
1) (Edmund) Hooper 2) happy 3) play games (be friendly) (go on expeditions) 4) lonely man 5) Warnings		1) moulded plasticine 2) (Mrs.)(Helena) Kingshaw's 3) nothing wrong 4) nobody should come 5) <u>When they arrived</u> , he locked his door, tilted the mirror, and watched them standing about nervously, <u>while his father</u> called for him to come out . (... <u>while his father</u> called for him.) 6) suddenly alarmed (for he was alarmed)	
Note Students should use <u>the underlined sentence structure</u> . Mark the <i>Composition</i> box if they fail to do this.			
63		64	
I		I	
1) come down 2) the scrap of paper 3) help (her) with the cases (come along and to help (her)) 4) <u>As he walked into the</u> hall, he opened the paper, which read " I DIDN'T WANT YOU TO COME HERE ,"* and stuffed it fearfully into his pocket . 5) flushed red 6) stepped back <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> *In this case students must use quotation marks, but they do not have to use all capital letters. </div>		1) Kingshaw (had) lived 2) his father 3) Kingshaw's* bed (Kingshaw's* room) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> **"his" is not acceptable here because it wouldn't be clear whose bed (or room) was being talked about. </div> 4) his father was dead 5) <u>Kingshaw said his mother couldn't afford</u> to buy them a house, and when Hooper asked him if his father had had one, Kingshaw told him that he had, but it had (had) to be sold . 6) (a pilot) in the Battle of Britain	
Note Students should use <u>the underlined sentence structure</u> . Mark the <i>Composition</i> box if they fail to do this.			

III 65 · 66 · 67 · 68

65		66	
I		I	
1) the (OR a) photograph (the (OR a) picture) 2) school 3) couldn't have been in it 4) cadaverous man 5) <i>Hooper, saying nothing</i> , threw the photograph into the suitcase, and although Kingshaw knew he had won , he did not feel (like) the winner . 6) proper school		1) imminent arrival 2) make life easy 3) atmosphere 4) weak points 5) the tension 6) serious repercussions	
Note Students should use <u>the underlined sentence structure</u> . Mark the <i>Composition</i> box if they fail to do this.			
67		68	
I		I	
1) perfectly natural 2) guarantee of 3) nosey 4) accepting of 5) mature 6) entirely unprepared		1) After they had finished talking to each other, Kingshaw cried without making a sound, then stopped and pulled "his" window shut, while Hooper left and locked himself in his room.	
		Answers may also include some of the following points about each character's actions as long as the answers aren't too long: <i>Kingshaw:</i> • pulled "his" window shut • got the rest of his things out <i>Hooper:</i> • sharpened his pencil • watched the shaving of wood from his pencil uncurl	
		*Students do not need to include quotation marks.	

III 69 · 70 · 71 · 72

69		70	
I		I	
1) Although Joseph Hooper believed that he ought to be able to talk freely with his son, he would not speak to him about what he felt . (. . . , he did not tell him how much he wished that everything would please Mrs. Kingshaw .)		1) <i>Hooper insolently told</i> his father that if it was Kingshaw's home then he couldn't be a visitor , <i>while Kingshaw said</i> , "Suppose I don't want to ,"* when Hooper told him that he had to come with him.	
		Note Students should use <u>the underlined sentence structure</u> . Mark the <i>Composition</i> box if they fail to do this.	
		*In this case students must use quotation marks.	
71		72	
I		I	
1) elephants 2) David 3) hundreds of eyes (the wildlife) 4) larger animals 5) baboons		1) (bark) spider 2) dusk 3) rock python 4) gobbled it up 5) walked instead 6) At dusk , animals that lived in the sun went off to sleep and the landscape emptied, but it was soon repopulated by creatures of the night . ➤ Answers should include the key words above and one of the following: • animals that lived in the sun went off to sleep • the landscape emptied	

III 73 · 74 · 75 · 76

73		74	
I		I	
1) intermittently 2) close to the ground 3) Warthogs gave way to bush pigs , tawny and martial eagles were replaced by giant eagle owls , nightjars soaked up the fading heat, bats scudded through the air, and bushbabies screeched mating calls. 4) light attracts insects 5) local male 6) shelter from the wind		1) male 2) losing weight 3) mock-charged (would mock-charge) 4) evicted 5) Unfortunately, we didn't have a father figure for Mnumzane , so he was going through the agony of losing his mother and sister as well as being evicted from the only family he knew, and come feeding time Nana and Frankie would shoulder him away so he only got scraps . 6) special attention	
75		76	
I		I	
1) a battering ram 2) made progress 3) screaming himself hoarse 4) bulldoze Mnumzane 5) <i>Despite this</i> , the dreaded dawn patrol had stopped , and we seemed to have made progress, but neither of us expected <i>what happened next</i> . <i>(Despite this</i> , Nana no longer lined up her brood at the boundary (OR threatened a breakout) and we seemed ...) 6) never happened before		1) wildlife 2) certain qualities 3) personality traits 4) Nana 5) reasons unknown 6) stomped flat	
Note Students should use <i>the underlined sentence structure</i> . Mark the <i>Composition box</i> if they fail to do this.			

III 77 · 78 · 79 · 80

77		78	
I		I	
1) closely knit groups 2) game reserve 3) traumatic experience 4) trust people 5) turning point 6) humankind		1) Nana ambled over to the gate, tested the space left by it with her trunk, moved forward and then, after inexplicably stopping halfway through the exit for ten minutes, inspected and then pushed over the eucalyptus poles that were on either side of it.	
79		80	
I		I	
1) Ndonga told the author that there was a leopard just forty yards ahead of them, then one of the Ovambos came out of the cottage, nodded at Ndonga, and stuffed a rag that he had been wiping his hands with in his pocket when he saw the author looking at him.		1) Ndonga's account was amazing because the leopards on the reserve were so secretive that few had seen them, and Ngwenya's explanation that people were saying Ndonga was shooting game on Thula Thula (OR killing their animals) suggests that it was probably a lie.	

III 81 · 82 · 83 · 84

81		82	
I		I	
1) nonmarine (OR terrestrial) processes 2) Primary 3) V-shaped 4) extensive deltas and alluvial plains 5) U-shaped		1) sea level 2) composition 3) below sea level 4) Terminal and lateral moraines 5) three basic regions 6) Berms run parallel to the shoreline and are built by materials deposited by the highest tides .	
83		84	
I		I	
1) berms 2) cusps 3) winter berm 4) beach scarp 5) The creation of cusps is still debated, with some evidence suggesting they result from a pattern of standing waves , while other evidence points to local morphology, currents, and sediment . 6) coastal erosion		1) erode 2) bars and barriers 3) If the shoreline has harder and softer material, (the difference can be seen in the contours of the coast because) the harder rocky areas erode more slowly forming headlands , while the softer rocky or sandy areas erode more quickly forming sandy coves (OR pocket beaches) . 4) sandbars 5) dynamic regions 6) natural harbors	

III 85 · 86 · 87 · 88

85		86	
I		I	
1) erosion rates 2) ice 3) sea ice 4) permafrost 5) Over the past two million years, sea level may have been as much as 65 feet higher and 410 feet lower than it is today . 6) amount of water in the ocean		1) nonmarine processes 2) deltas and alluvial plains 3) shells and coral 4) terrace-like structures 5) scallop-shaped edge 6) currents	
87		88	
I		I	
1) uniform material 2) soft and hard 3) deposited in sandbars 4) lagoon 5) global warming 6) erosion rates		1) Reef structures are calcium-carbonate skeletons created by coral (, small polyp-like animals resembling sea anemones), and they face the threats of hurricanes and coastal construction .	

I

- 1)
Fishing with cyanide or dynamite, collecting pieces of coral, or polluting the water can cause harm to coral reefs, but an even bigger threat comes from **climate change**.

► Answers should include the key words above and three of the following points to identify human practices that harm coral reefs:

- Fishing with **cyanide** or **dynamite**
- **collecting** (AND/OR **purchasing**) pieces of coral
- damaging them with (tourism boat) **anchors**
- **polluting** the water

(Students can also mention that increased **nutrients** from agriculture, livestock, and sewage can **fertilize**) algae that **outcompete** coral for **space and light**.

I

- 1) plays
2) play(s) began
3) eight (different) works
(eight plays)
4) external events
(unseasonable weather)
(bad harvests)
(earthquakes)
5) aroma of youth

I

- 1)
People live on coasts for practical reasons, such as **employment and food** and for aesthetic reasons, such as the **sound and smell** of the sea that many find soothing.

I

- 1) *Palladis Tamia: Wit's Treasury*
(*Palladis Tamia* by Francis Meres)
(a book by) Francis Meres
2) (fragment of a) bookseller's inventory
3) immeasurably helpful passage
4) written (at least) some sonnets
5) an alternative name
(a second title)
6)
In 1953 the mystery deepened when an antiquarian book dealer chanced upon a fragment of a **bookseller's inventory** from **1603** which listed both of these plays together, suggesting that they **weren't** the same play.
(... **together**, giving further evidence that *Love's Labour's Won** really was a **separate** play.)

* Students do not need to indicate italics.

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

I

- 1) the First Folio
2) Elizabethan playwrights
3)
If Love's Labour's Won existed in **published** form, there may once have been as many as 1500 copies in circulation, so it may turn up one day, but it is all a little puzzling why Heminges and Condell **didn't include** it in the **First Folio** if it is a real and separate published play.
4) achieve a lasting reputation
5) plots and characters
6) *King Lear**

* Students do not need to indicate italics.

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

I

- 1) works
(stories)
2) almost verbatim
(and dropped them into his plays)
3)
*As You Like It** was borrowed from *Rosalynde* and *The Winter's Tale* is a reworking of *Pandosto*, and only **a few** of Shakespeare's works appear to have **borrowed** from **no** one.
4) distinction and greatness
5) (simple but) effective plot device
(simple plot device)
6) finds its way into

* Students do not need to indicate italics.

I

- 1) Shakespeare and Marlowe
2) entertain masses of people
(entertain people repeatedly)
3) more or less verbatim
4) ample precedent
5) classical drama
6)
Plays before his day were governed by "**the unities**"—dramas had to take place in one day, in one place, and have a single plot—which he was happy to observe when it suited him, but he could **never** have written any of his **greatest works** if he had felt strictly **bound** by it.
(Plays before his day were governed by the **three principles** of dramatic presentation derived from Aristotle's *Poetics*, which he was happy to ...)

Note

Students should use the underlined sentence structure. Mark the *Composition* box if they fail to do this.

I

- 1) dubious nature
2) existing plays
3) rich and poor
4) theatrical conventions
5) classical theater purists
6) formal education

I

- 1) multitude of writers
- 2) plied their trade
- 3) highly educated
- 4) remarkable and unremarkable
- 5) amazingly varied
- 6) rushed his work

I

1)
The play *Thomas More* was about the life of Sir **Thomas More** (OR his **life** OR a loyal **Catholic** who defied a Tudor monarch), and the **similarities** in the letter "a" in **Shakespeare's signature** and the manuscript and the high number of "y" spellings link it to Shakespeare.

➤ Answers should include the key words above and one piece of evidence for spelling from the following:

- the high number of "y" spellings
- an **odd spelling** appears in both *Thomas More* and the quarto version of *Henry IV, Part II*

* Students do not need to indicate italics.

I

1)
Jonathan Bate noted that a six-word compliment to the Queen in *A Midsummer Night's Dream* spawned twenty pages of discussion, Stanley Wells said that Shakespeare was capable of prolixity, and Charles Lamb said that he embarrassed sentences and metaphors.

➤ Answers should include one point from each of the following three critics:

Jonathan Bate:

- a six-word compliment to the Queen in *A Midsummer Night's Dream* spawned **twenty pages** of **discussion** (OR has many **possible interpretations**)

Stanley Wells:

- Shakespeare was capable of:
 - **prolixity**
 - **unnecessary obscurity**
 - **awkwardness of expression**
 - **pedestrian versifying**
 - **verbal inelegance**

- he sometimes **struggled** with plot at the **expense** of language

- he sometimes allowed his **pen** to run **away** with him

Charles Lamb:

- Shakespeare **embarrassed sentences** and **metaphors**
- he **ran line into line**
- before one **idea** had **burst** its **shell**, another was **hatched out** and clamorous for disclosure

I

1)
According to the author, the fact that Shakespeare was routinely guilty of **anatopisms** (OR getting his **geography wrong**) and the abundance of **anachronisms** in his plays proves that Shakespeare's knowledge was not all that distinguished.

I

- 1) Italy
- 2) Florence
- 3) Giotto
- 4) an electric tram
(a tram-car)
- 5) a caterpillar

I

- 1) wanted to go out
(would like to go out)
- 2) Miss Honeychurch would be safe
(Lucy would be safe)
- 3)
Miss Bartlett, unconvinced, was determined to take Lucy herself, but the **clever lady** said she was going to spend a morning in **Santa Croce** and would be delighted if Lucy came too.
- 4) Miss Bartlett
- 5) Lucy
- 6) take Lucy to Santa Croce
(show Lucy Santa Croce)

I

- 1) started in high spirits
(hurried over her breakfast)
- 2) one came for life
- 3)
Miss Lavish proceeded through **Florence's** streets like a playful kitten, and it was a **treat** for Lucy to be with anyone so **clever** and **cheerful**.
- 4) guided
(showed)
- 5) Florence
- 6) Miss Lavish

I

- 1) they were Radicals too
(her father always voted for Mr. Gladstone)
- 2) Mrs. Butterworth
- 3)
They had seemed a **long time** in reaching **Santa Croce**, but she had said so much about **knowing Florence** by heart that Lucy had followed her with **no misgivings**.
- 4) Miss Lavish and Lucy
- 5) lost their way
(lost the way)
- 6) with no misgivings

III 105 · 106 · 107 · 108

105	106
<p>I</p> <p>1) they would drift 2) the Square of the Annunziata 3) The hour at which the continental breakfast ceases approached, so they bought some hot chestnut paste that gave them strength to drift into a piazza in which rose a façade of ugliness—it was Santa Croce. 4) they had been kind (they were kind) 5) drifted through the eastern quarter of the city 6) the strength to drift on and eventually find Santa Croce</p> <p>5) and 6): Answers that convey a similar meaning are acceptable.</p>	<p>I</p> <p>1) unfamiliar city 2) clever lady 3) well-trodden routes 4) backstreets 5) narrow-minded 6) idealized image</p>
107	108
<p>I</p> <p>1) stereotype 2) confident 3) vulnerable 4) frescoes 5) cultural information 6) everyday things</p>	<p>I</p> <p>1) The child screamed frantically and collapsed with a roar (OR and his legs became as melting wax) when being helped up by Mr. Emerson and Lucy but stood and walked away, gibbering with agitation, when helped up by the Italian lady.</p>

III 109 · 110 · 111 · 112

109	110
<p>I</p> <p>1) Lucy felt she should have been angry with Mr. Emerson because he said that she was pretending to be touchy and told her to stop being so tiresome, but in the end she asked him (and his son) to tell her which were the Giottos. (... but in the end she thought that because he was an old man a girl might humor him.) ➤ Answers should include the key word above and one of the following reasons why Lucy should have been angry with Mr. Emerson: • he said that she was pretending to be touchy • he told her to stop being so tiresome • he said that she was repeating what she had heard older people say • what he said was abominably impertinent</p>	<p>I</p> <p>1) Mr. Emerson inadvertently managed to offend Mr. Eager by talking too loud (loudly), and Mr. Eager and his flock filed out* of the chapel as a result. ➤ Answers should include the key words above and one of the following to describe how Mr. Emerson inadvertently managed to offend Mr. Eager: • by talking too loud (loudly) • by criticizing the fresco • by interrupting his lecture</p> <p>* Words or phrases that convey a similar meaning to "filed out" are acceptable.</p>
111	112
<p>I</p> <p>1) Colonel (Percy Harrison) Fawcett (Percy Harrison Fawcett) 2) the City of Z 3) starvation 4) (the) Mato Grosso 5) James Lynch</p>	<p>I</p> <p>1) surviving in the jungle 2) well into the twentieth century 3) Sir Arthur Conan Doyle had reportedly drawn on his explorations for his novel "The Lost World"* in which explorers in South America find a land where dinosaurs still roam. 4) a soldier of fortune or a crackpot (like so many of his predecessors) (a man to shirk the effort to turn theory into fact) 5) Fawcett's explorations 6) The Lost World</p> <p>* In this case students must use quotation marks.</p>

III 113 · 114 · 115 · 116

113

I

- 1) (regularly) chronicled
(around the globe chronicled)
- 2) obtained the best equipment
- 3)
Although **Fawcett** had often warned that **large parties** would come to **grief**, **Lynch's** grew to **seventeen** men, including his son, James Jr., and for days the party drove through the **Amazon basin**, traversing unpaved roads.
- 4) Fawcett's warning(s)
- 5) team
(party)
- 6) unpaved roads

114

I

- 1) have to proceed by boat
- 2)
The Xingu carried Lynch and the remaining team members to a village of **Kuikuros**—one of the few tribes that still lived as they had before the arrival of Europeans—where they were greeted by a chief who granted them permission to **camp** and land a **plane** in a clearing.
- 3) neighboring tribes
- 4) Lynch and his team
(Lynch's team)
- 5) Kuikuros
- 6) granted permission

115

I

- 1) told the pilot to take off
- 2) prisoners for life
- 3)
Last February, I decided to see if I could **retrace Fawcett's route** and unravel a mystery, but it was not easy to find a **guide** who was willing to make the journey and who had ties to the **indigenous communities** in Brazil.
- 4) (had) told an English missionary
- 5) (Lynch and) the remaining team members
- 6) Fawcett's route and unravel a mystery that had deepened with each attempt to solve it

5) and 6): Answers that convey a similar meaning are acceptable.

116

I

- 1) Spanish explorers
- 2) outlandish tales
- 3) hampering the development
- 4) indigenous communities
- 5) navigate his way
- 6) unravel the mystery

III 117 · 118 · 119 · 120

117

I

- 1) dozens of attempts
- 2) sheer swiftness
- 3) veteran adventurer
- 4) treated hospitably
- 5) pay a ransom
- 6) didn't bode well

118

I

- 1)
Pinage and the author's first challenge was to **divine Fawcett's secret route**, which was especially difficult for them to overcome because Fawcett had provided **false coordinates**.

119

I

- 1)
The author found brown parchments on which Fawcett had sketched maps of the region he was going to explore, a detailed account of Fawcett's route to the City of Z, and coordinates for Dead Horse Camp that were different from those in "Exploration Fawcett."*
- Answers should include three of the following things that would help the author to narrow the area of his search for Fawcett's route:
- brown **parchments** (OR **maps** of the area)
 - a detailed **account** of Fawcett's **route**
 - **coordinates** for Dead Horse Camp that were **different** from those in "Exploration Fawcett"*
 - a **letter** (OR **document**) from Fawcett that said the City of Z lay between the **Tapajós** and the **Xingu** tributaries
 - Fawcett's **diaries** (OR **logbooks**)
 - jottings about a **place** that members of the Botocudo tribe had described as being "enormously rich in **gold**"

* In this case students must use quotation marks.

120

I

- 1)
The boxed word in the passage is referring to **Fawcett's gold signet ring**, and some bad, dangerous **Indians** (OR **tribes**) may have been responsible for the spilling of the blood that it had supposedly been bathed in.

III 121 · 122 · 123 · 124

121	122
I	I
1) whale 2) Ahab 3) (peculiar) odor 4) (long) sleek 5) There she blows!	1) The men rushed to behold the famous whale , and Ahab, from his perch, could see him some mile or so ahead regularly jetting his spout , which to the mariners seemed the same one they had long ago beheld in the Atlantic and Indian Oceans. 2) heading to leeward 3) heading the onset 4) the ship (the <i>Pequod</i>) 5) Ahab (the men) 6) (silent) spout (jetting spout) ((sparkling) hump) * Students do not need to indicate italics.

123	124
I	I
1) The boats' prows sped through the sea, and as they neared him, the ocean grew more smooth, and at length the hunter came so near that his entire hump was visible. 2) perch (and rock) 3) enticings 4) Moby Dick (the whale) 5) the boats 6) closer (nearer)	1) some hunters 2) Through the serene sea Moby Dick moved on , still hiding the terrors of his trunk and hideousness of his jaw , but soon he rose , warningly waved his flukes and revealed himself before going out of sight , leaving sea-fowls lingering over the pool he left. 3) the sea began to swell 4) Ahab's boat 5) rose 6) out of sight

III 125 · 126 · 127 · 128

125	126
I	I
1) whirling the craft aside 2) shot (his head) 3) bows 4) As the whale dallied with the doomed craft and the other boats paused, Ahab , furious with this vicinity of his foe, seized the long bone with his hands and strove to wrench it from its grip. 5) attacked (Captain) Ahab's boat 6) seized Moby Dick's jaw and tried to wrench it from its grip 5) and 6): Answers that convey a similar meaning are acceptable.	1) taking the lead 2) ominous sign 3) unwanted attentions 4) launch an attack on 5) Captain Ahab's boat 6) clings desperately to

127	128
I	I
1) his nemesis 2) devilish murderer 3) serene, enticing way 4) malicious intelligence 5) ever decreasing circles 6) watching events unfold	1) It was Ahab's great heart and noble nature that allowed him to recover from this state so quickly, and he said " The eternal sap runs up in Ahab's bones again! "* to show that he was ready to chase Moby Dick once more. > Answers should include the key words above and one of the following to explain what it was about Ahab that allowed him to recover from this state so quickly: • great heart • noble nature * In this case students must use quotation marks.

129		130	
I		I	
<p>1)</p> <p>Stubb made a joke about (Moby Dick pricking his mouth on) the boat and, Starbuck said it was an ill omen, while Ahab said that neither groan nor laugh should be heard before a wreck (OR while Ahab said that Stubb was soulless) and that if the gods thought to speak to man they would speak outright.</p> <p>➤ Answers should include the key words above and one of the following things that Stubb did:</p> <ul style="list-style-type: none"> • he made a joke about the boat • he exclaimed that Moby Dick had pricked his mouth too keenly on the boat • he compared the boat to a thistle refused by an ass 		<p>1)</p> <p>Ahab ordered the royal and top-gallant sails to be taken down because he thought that Moby Dick would travel slower during the night, and as a result they could see nothing* of him on the morning of the second day of the chase.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>*Any answer that explains that Moby Dick was nowhere to be seen as a result of the sails being taken down should be marked as correct.</p> </div>	
131		132	
I		I	
<p>1) hands</p> <p>2) enigmatic formulas</p> <p>3) mathematician</p> <p>4) shuffle</p> <p>5) in the middle</p>		<p>1) (peculiar) mathematical properties</p> <p>2) performed publicly</p> <p>3)</p> <p>Jordan's (enduring) legacy is (something called) Long-Distance Mind Reading, a magic trick performed through the mail, in which the spectator receives a deck of cards from the magician, shuffles them twice, splits the deck in two, and chooses a card from one half which he returns with the other half.</p> <p>4) shuffling</p> <p>5) Long-Distance Mind Reading</p> <p>6) the mail</p>	

133		134	
I		I	
<p>1) shuffling doesn't work</p> <p>2) systematic way</p> <p>3)</p> <p>A memorandum by mathematician Edgar Gilbert, circulated in the fall of 1955, gave them their best lead because it contained the first useful mathematical model of card shuffling and laid the foundation for all subsequent work on the subject.</p> <p>4) card shuffling</p> <p>5) complex probabilistic theories</p> <p>6) useful mathematical model</p>		<p>1) coding theory</p> <p>2) probability</p> <p>3)</p> <p>The riffle shuffle is the most common method of shuffling. The deck is split into two roughly equal stacks and the cards are flicked off the bottom of each stack with the thumbs, interlacing the two,</p> <p>4) information theory</p> <p>5) entropy</p> <p>6) common method</p>	
135		136	
I		I	
<p>1) (two) original sequences</p> <p>2) always increasing</p> <p>3)</p> <p>The rising sequences don't always double every time (because you randomly lose some along the way), but you never end up with more than twice as many rising sequences as the preceding shuffle, and this is true no matter how many cards you use.</p> <p>(Shuffling twice gives you four sequences, and after three shuffles you get a maximum of eight, but the rising sequences don't...)</p> <p>The rising sequences will never more than double with each shuffle, and this is true no matter how many cards you use.</p> <p>4) becomes truly random</p> <p>5) riffle (OR riffle shuffle)</p> <p>6) rising sequences</p>		<p>1) mathematical properties</p> <p>2) at random</p> <p>3) modified version</p> <p>4) hypothesis on shuffling</p> <p>5) how many shuffles</p> <p>6) involved probability</p>	

137	138
I	I
1) a number or letter 2) spell out 3) how many times 4) indicted for cheating 5) card sequencing 6) incremental process	1) The author is making the point that it takes seven shuffles to mix a deck of cards completely, and continuing to shuffle will not change much, like bread dough smooths out after a certain number of folds . (... like chocolate sauce swirls will disappear when cake batter becomes uniformly mixed , and stirring after that doesn't do much.)

139	140
I	I
1) The author went to the Conjuring Arts Research Center to see the original issue of the Sphinx * where Charles Jordan's mind-reading mystery first appeared, but an appointment was required before going, so they had been expecting him. (... but he was required to make an appointment , so they had been expecting him.)	1) The author was not allowed to touch the books in the library because they were fragile and had to be handled carefully, so/and as a result the librarian/Alexis took/shimmied one off the shelf without touching the binding (for him to see).

* Students do not need to indicate italics.

141	142
I	I
1) Bathsheba Everdene 2) sentiments (feelings) 3) eighth day 4) an errand 5) wife	1) mother 2) Gabriel had watched the smoke curling from the chimney and had fancifully traced it to its origin beside Bathsheba in her outdoor dress, for the clothes she had worn on the hill were at this time a necessary ingredient of the mixture called Bathsheba Everdene . (... for the clothes she had worn on the hill were equally included in the compass of his affection .) 3) novel color 4) nicely adjusted 5) (wood-)smoke (curling) (the smoke) 6) Mrs. Hurst's house (Mrs. Hurst's cottage) (Bathsheba's aunt's cottage)

143	144
I	I
1) avoided 2) the recipient 3) Gabriel meditated deeply, as the interview was as likely to be a change for the worse as for the better, and went up to the door abashed because his mental rehearsal and the reality had had no common ground(s). (... for the better, and felt nipping sensations of failure because his mental rehearsal ...)	1) Mrs. Hurst (Bathsheba's aunt) 2) glad to marry her 3) Gabriel, contemplating a crack in the floor with sorrow, said that that was unfortunate and that because, as an every-day sort of man , his only chance had been in being the first comer he'd take himself off home . (... his only chance had been in being the first comer there was no use in him waiting .) 4) many (young) men (a dozen (young) men) 5) take himself off home (leave) 6) Bathsheba

III 145 · 146 · 147 · 148

145		146	
I		I	
<p>1) Bathsheba (Everdene)</p> <p>2) made a mistake</p> <p>3) never had one</p> <p>4)</p> <p>With less assurance Gabriel then told Bathsheba that he had a nice farm—to which she agreed—and though he was only an every-day sort of man he had got on a little since he was a boy.</p> <p>5) not allowing him to seize her hand</p> <p>6) that he had a farm and had got on a little since he was a boy</p>		<p>1) inept at</p> <p>2) the heart</p> <p>3) intentions</p> <p>4) hand in hand</p> <p>5) social class</p> <p>6) positive sign</p>	
<p>5) and 6): Answers that convey a similar meaning are acceptable.</p>			
147		148	
I		I	
<p>1) wields power</p> <p>2) solitary lifestyle</p> <p>3) level-headed</p> <p>4) judgment</p> <p>5) domestic bliss</p> <p>6) air of finality</p>		<p>1)</p> <p>Bathsheba said that she didn't love Gabriel, that he would get to despise her, and that he would never be able to tame her.</p> <p>➤ Answers should include three of the following reasons that Bathsheba gave for not marrying Gabriel:</p> <ul style="list-style-type: none"> • she didn't love him • he would get to despise her • he would never be able to tame her • a husband would always be there • she was too independent 	

III 149 · 150 · 151 · 152

149		150	
I		I	
<p>1)</p> <p>Bathsheba told Gabriel that she had hardly a penny and that he should marry a woman with money, and after he had made his admission, she said that she couldn't marry him.</p>		<p>1)</p> <p>Gabriel made this decision because Bathsheba told him that she didn't love him, and we know that he still loved her even after she had left the neighborhood because he felt the secret fusion of himself in her to be burning with a finer flame.</p> <p>➤ Answers should include the key words above and one of the following reasons why Gabriel decided that he wouldn't ask Bathsheba to marry him any more:</p> <ul style="list-style-type: none"> • Bathsheba told him that she didn't love him • Bathsheba said it would be ridiculous • Bathsheba laughed at him • he didn't like his emotions to be the sport of a merry-go-round of skittishness 	
151		152	
I		I	
<p>1) <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p>2)</p> <p>Montag appeared to be anxious about his wife and wanted to talk about what had happened the previous night, but his wife couldn't even remember what had happened.</p> <p>➤ Answers should include the key words above and an explanation of Montag's wife's behavior, such as:</p> <ul style="list-style-type: none"> • his wife couldn't even remember what had happened • his wife seemed oblivious to his worries • his wife was unconcerned 		<p>1) <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p>2)</p> <p>Montag wants to talk about the previous night, when Mildred took all the pills in her bottle, but Mildred would rather talk about television and the play that she's taking part in.</p> <p>➤ Answers should include one from each of the following two lists:</p> <p>What Montag wants to talk about:</p> <ul style="list-style-type: none"> • the previous (OR last) night • what had happened • why Mildred took all the pills in her bottle <p>What Mildred wants to talk about:</p> <ul style="list-style-type: none"> • television • the play that she's taking part in • getting a fourth wall-TV put in • her script 	

153		154	
I		I	
<p>1) Mr. Reamer other white men Navajo</p> <p>2) Mr. Reamer's words did not sound like any words the narrator knew because he did not know how to speak Navajo, and he sounded like someone talking with his mouth full of food.</p>		<p>1) <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>2) This line refers to how most children at the school learned to avoid the punishment having their mouths washed out with (brown) soap for speaking Navajo by watching what they said, but some of the students were (openly) defiant and refused to give up speaking Navajo.</p>	
155		156	
I		I	
<p>1) character decayed walled-up doors</p> <p>2) Granny Trill and Granny Wallon also lived in the same house as the author and his family, and they hated each other, never exchanging a word. (Two old grannies (OR ladies) lived in the same house as . . .) ➤ Answers should include the key words above and students' own words to describe how the two grannies felt about each other, such as: • they hated each other • they really annoyed each other</p>		<p>1) <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>2) Granny Trill breakfasted at four in the morning, had dinner at ten, took tea at two-thirty and was back in bed at five, and her cottage door was always open and her living room was welcoming.</p>	

157		158	
I		I	
<p>1) the people the crest (the top) a hill garden</p> <p>2) the narrator climbed to the top of a hill and found an old metal seat from which he surveyed the landscape that surrounded him (the narrator pushed on up to the crest and found . . .)</p>		<p>1) <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>2) humanity must have reached a point where it could readjust the balance of Nature, wisely and carefully, to suit its needs ➤ Answers should include one of the following to explain what the narrator's conclusion was: • humanity must have reached a point where it could (re)adjust the balance of Nature (OR animal and vegetable life) to suit its needs • the work of ameliorating the conditions of life had gone steadily on to a climax • humanity must have united to triumph over Nature • the whole world must have developed to a point where it could subjugate Nature</p>	
159		160	
I		I	
<p>1) bought the horse (fairly) (not stolen the horse) (very similar to) dollars</p> <p>2) Rincewind could have been sent to the Arena (OR his death) as punishment, but we know that he was to escape this fate because the shadow (OR Death) disappeared. (. . . because the Patrician said that he could be merciful.)</p>		<p>1) <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>2) It was true that the Counterweight Continent did exist and that it had gold, but its mass was mostly made up of octiron instead of gold. (. . . , but its mass was mostly made up of octiron.)</p>	

161	162
<p>I</p> <p>1) distressing sounds (noises) everything unknown dangerous</p> <p>2) The rabbits followed the course of the brook down the fields and entered the wood, but their progress grew slower and they lost the course of the brook.</p>	<p>I</p> <p>1) D A E C B</p> <p>2) running into the open and down the path (OR to the bend) to check for trouble, but all of the rabbits ended up stopping in an unsafe place because they were too tired to go on (... because they had to rest) (... because Fiver and the other half-sized fellow were pretty well all in)</p>
163	164
<p>I</p> <p>1) (old) Bassett the Dictator (Roderick) stealing Bassett's umbrella (stealing umbrellas) most unnerving</p> <p>2) Bassett was sorry and disappointed by the narrator's behavior because although he had believed that the narrator had reformed since his bag-stealing days, when the narrator accidentally took his umbrella he assumed that he had relapsed into crime. (The narrator's behavior made Bassett feel sick at heart because ...)</p>	<p>I</p> <p>1) cow-creamers (silver cow) sinister (dreadful) Underworld</p> <p>2) The narrator persuaded the antique shop owner to show him "it"* (OR the cow-creamers) by telling him that the customer he had promised it to was his uncle, who had sent him to look at it; and when he saw it, he thought that it was hideous.</p> <p>*Students do not need to include quotation marks.</p>

165	166
<p>I</p> <p>1) <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>2) Mr. Rochester took particular interest in the narrator's sketches (OR pictures OR drawings OR paintings) and wanted to know if they were entirely of her own doing and when she had found the time to do them. ➤ Answers should include one of the key words above and two of the following things that Mr. Rochester wanted to know about the narrator's sketches: • if they were entirely of her own doing • when she had found the time to do them • when she had done them • if a master had aided her • where she had got her copies • if she had been happy when she had painted them • if she had sat at them long each day • if she felt self-satisfied with them (OR how she felt about them)</p>	<p>I</p> <p>1) b c 2) Mrs. Fairfax said that Mr. Rochester's behavior was partly because of his nature and partly because he had painful thoughts about family troubles, which were probably related to misunderstandings between him and his (now-) dead brother and father.</p>
167	168
<p>I</p> <p>1) <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>2) Mrs. Hudson's presence made it possible for Mary to visit with Holmes because people might have thought it improper for a young girl to be visiting with him alone.</p>	<p>I</p> <p>1) 5 2 4 1 6 3</p> <p>2) Mary was initially prepared to detest Watson because she could not understand how he could work so long with Holmes (OR the detective) and learn so little, and she thought Holmes only kept him around to carry a gun and make himself appear more brilliant.</p>

169	170
<p>I</p> <p>1) no one could have known (there had been no possible indication) the Northumberland Hotel the preceding evening</p> <p>2) The first, unexpected, puzzle for Holmes that morning was working out who had sent a letter to Sir Henry at his hotel which told him to keep away from the moor.</p>	<p>I</p> <p>1) an air of professional interest puzzled eyes got (gotten) (a bit) off the trail saw no connection</p> <p>2) The underlined sentence had come from an article in the previous day's (OR yesterday's) Times, and the note had been made by taking words from it.</p>
171	172
<p>I</p> <p>1) Lovelock's problem was that the "official" (sea) water (OR samples) provided for him was/were too contaminated (OR useless), and he overcame it by using an old aluminum/aluminium teapot to scoop up water by himself.</p>	<p>I</p> <p>1) Lovelock's measurements proved that CFCs were gradually showing up everywhere, and Rowland realized that they seemed to be staying in the air for an extraordinarily long time, which led him to wonder what would eventually happen to them.</p> <p>➤ Answers should include the key words above and one from each of the following two lists:</p> <p><i>What Lovelock's measurements proved:</i></p> <ul style="list-style-type: none"> • that CFCs were gradually showing up everywhere • that CFCs were appearing around the globe <p><i>What Rowland realized when he examined Lovelock's results:</i></p> <ul style="list-style-type: none"> • that CFCs seemed to be staying in the air for an extraordinarily long time • that the concentrations of CFCs in the atmosphere added up to just about all the CFCs produced

173	174
<p>I</p> <p>1) The Murdstones forced the narrator to study, which made him feel sullen, dull, and dogged, but he was saved from being stupefied by reading the collection of books that had been left by his father. (... , which made him feel almost stupefied, but...)</p>	<p>I</p> <p>1) In relation to reading books, the narrator would impersonate his favorite characters in books and put the Murdstones in all the bad ones and would connect parts of his local church to localities made famous in the books.</p> <p>➤ Answers should include the key words above and one of the following:</p> <ul style="list-style-type: none"> • connect parts of his local church to localities made famous in the books • imagine Tom Pipes climbing up the church-steeple • imagine Strap stopping to rest himself on the wicket-gate
175	176
<p>I</p> <p>1) The sight of the moon rising and the songs (OR pleasant sounds) of the birds (OR little winged animals) pleased Frankenstein's monster.</p>	<p>I</p> <p>1) Frankenstein's monster was able to distinguish between insects and herbs, and he quickly learned that wet wood wouldn't burn unless it was dried first and that the taste of some foods was improved if they were roasted.</p> <p>➤ Answers should include an example of one of the following kinds of information from each paragraph:</p> <p>1ST PARAGRAPH</p> <ul style="list-style-type: none"> • Details showing that the monster was able to distinguish between different things <p>2ND PARAGRAPH</p> <ul style="list-style-type: none"> • Details showing that the monster understood how fire worked <p>3RD PARAGRAPH</p> <ul style="list-style-type: none"> • Details showing that the monster worked out how to use a fan to keep the fire burning • Details showing that the monster discovered that the fire gave light • Details showing that the monster discovered that he could use the fire to cook certain kinds of foods

169	170
<p>I</p> <p>1) no one could have known (there had been no possible indication) the Northumberland Hotel the preceding evening</p> <p>2) The first, unexpected, puzzle for Holmes that morning was working out who had sent a letter to Sir Henry at his hotel which told him to keep away from the moor.</p>	<p>I</p> <p>1) an air of professional interest puzzled eyes got (gotten) (a bit) off the trail saw no connection</p> <p>2) The underlined sentence had come from an article in the previous day's (OR yesterday's) Times, and the note had been made by taking words from it.</p>
171	172
<p>I</p> <p>1) Lovelock's problem was that the "official" (sea) water (OR samples) provided for him was/were too contaminated (OR useless), and he overcame it by using an old aluminum/aluminium teapot to scoop up water by himself.</p>	<p>I</p> <p>1) Lovelock's measurements proved that CFCs were gradually showing up everywhere, and Rowland realized that they seemed to be staying in the air for an extraordinarily long time, which led him to wonder what would eventually happen to them.</p> <p>➤ Answers should include the key words above and one from each of the following two lists:</p> <p><i>What Lovelock's measurements proved:</i></p> <ul style="list-style-type: none"> • that CFCs were gradually showing up everywhere • that CFCs were appearing around the globe <p><i>What Rowland realized when he examined Lovelock's results:</i></p> <ul style="list-style-type: none"> • that CFCs seemed to be staying in the air for an extraordinarily long time • that the concentrations of CFCs in the atmosphere added up to just about all the CFCs produced

173	174
<p>I</p> <p>1) The Murdstones forced the narrator to study, which made him feel sullen, dull, and dogged, but he was saved from being stupefied by reading the collection of books that had been left by his father. (... , which made him feel almost stupefied, but...)</p>	<p>I</p> <p>1) In relation to reading books, the narrator would impersonate his favorite characters in books and put the Murdstones in all the bad ones and would connect parts of his local church to localities made famous in the books.</p> <p>➤ Answers should include the key words above and one of the following:</p> <ul style="list-style-type: none"> • connect parts of his local church to localities made famous in the books • imagine Tom Pipes climbing up the church-steeple • imagine Strap stopping to rest himself on the wicket-gate
175	176
<p>I</p> <p>1) The sight of the moon rising and the songs (OR pleasant sounds) of the birds (OR little winged animals) pleased Frankenstein's monster.</p>	<p>I</p> <p>1) Frankenstein's monster was able to distinguish between insects and herbs, and he quickly learned that wet wood wouldn't burn unless it was dried first and that the taste of some foods was improved if they were roasted.</p> <p>➤ Answers should include an example of one of the following kinds of information from each paragraph:</p> <p>1ST PARAGRAPH</p> <ul style="list-style-type: none"> • Details showing that the monster was able to distinguish between different things <p>2ND PARAGRAPH</p> <ul style="list-style-type: none"> • Details showing that the monster understood how fire worked <p>3RD PARAGRAPH</p> <ul style="list-style-type: none"> • Details showing that the monster worked out how to use a fan to keep the fire burning • Details showing that the monster discovered that the fire gave light • Details showing that the monster discovered that he could use the fire to cook certain kinds of foods

177	178
<p>I</p> <p>1) According to Miss Caroline, the narrator's literacy problem was that she was literate, which she blamed on the narrator's father, and [as a result] she asked the narrator to tell her father not to teach her any more. (... to tell her father that she would take over from here.)</p>	<p>I</p> <p>1) Jem thought that the "new way of teaching" was good because he wouldn't have to learn much out of books, while the narrator thought that it was tedious because no comments were expected of them. ➤ Answers should include the key words above and one from each of the following two lists: <i>Why Jem thought that the "new way of teaching" was good:</i> • he wouldn't have to learn much out of books • if you wanted to learn about cows, you went and milked one <i>Why the narrator thought that the "new way of teaching" was tedious:</i> • no comments were expected of them • they had to sit in silence</p>
179	180
<p>I</p> <p>1) The Broad Street pump links these people, as all of them had died from cholera as a result of drinking water from it.</p>	<p>I</p> <p>1) Snow proved that the Broad Street pump (OR contaminated water) was the source of the cholera outbreak, which led to the handle of the pump being removed (OR the outbreak being contained), but because Snow was extremely shy and odd he never became part of the medical establishment, and his ideas were not taken further. ➤ Answers should include the key words above and one of the following explanations as to what may have been responsible for Snow's theory being ignored: • he was extremely shy (OR odd) • he never became part of the medical establishment • his character • he was ill at ease in the company of others • he preferred lone pursuits • the men with the power to take his theory further were too entrenched in the closed logic of miasmatism</p>

181	182
<p>I</p> <p>1) Dorian told Sibyl that he couldn't see her again (OR that she had disappointed him), then he left the theatre, wandered through dimly-lit streets and found himself close to Covent Garden, where he followed some carts into the market, hailed a hansom and drove home.</p>	<p>I</p> <p>1) Dorian noticed that the portrait that Basil Hallward had painted of him had changed (OR had become different OR now showed a touch of cruelty in the mouth), and he might have been the one who was ultimately responsible for it because he had wished that his own beauty might be untarnished and the portrait bear the burden of his passions and sins. (... he had wished that he might remain young and the portrait grow old.)</p>
183	184
<p>I</p> <p>1) great excitement to the announcement of Wiles's proof, but it was still too early for them to react in this way because the proof had to be submitted to the ordeal of trial by referee before it could be accepted as accurate and correct. ➤ Answers should include students' own words to explain how the news media reacted to the announcement of Wiles's proof, such as: • great excitement • glee • hysteria ➤ and one of the following reasons why it was still too early for them to react in this way: • the proof had yet to be accepted by referees • the proof had yet to be accepted as accurate and correct • the proof was still being examined (OR checked) by referees • the proof was still undergoing the ordeal of trial by referee</p>	<p>I</p> <p>1) A proof like Wiles's is submitted to a respected journal, whose editor sends it to a team of referees who examine it line by line, and Wiles could expect to receive a prize (OR an award OR one hundred thousand German marks) from the Wolfskehl committee should it prove to contain no mistakes and be published.</p>

185	186
<p>I</p> <p>1) Kingshaw thought about getting away from Hooper (OR finding a stream or wood by himself) but dared not go anywhere outside the gate of the house by himself, and he also thought about toppling (OR overbalancing OR pulling over) Hooper through the well of the staircase, but the very thought of doing this terrified him.</p>	<p>I</p> <p>1) Kingshaw headed off into the fields because he was tired of hanging about the house, being spied upon by Hooper, but the thought of someone seeing him in the corn field and thinking that he had damaged it (OR trodden it down) caused him to think about turning back.</p> <p>➤ Answers should include the key word(s) above and one of the following to explain why Kingshaw headed off into the fields:</p> <ul style="list-style-type: none"> • he was tired of hanging about the house • he was tired of being spied upon by Hooper • he had to get away from the house and Hooper • he had to prove to himself that he could get by alone
187	188
<p>I</p> <p>1) The author reacted in this way because Ngwenya had just told him that Ndonga was poaching animals on his game reserve, but he didn't confront Ndonga about this issue immediately because he had to give him the benefit of the doubt.</p> <p>➤ Answers should include the key word above and one of the following to explain what stopped the author from confronting Ndonga immediately:</p> <ul style="list-style-type: none"> • he had to give him the benefit of the doubt • an electrician had just arrived to check the fence's electrics thoroughly • he might be innocent • the elephants were right on the northern boundary 	<p>I</p> <p>1) A tree was next to the wires (OR barrier), and the elephants used it to cause a short circuit, so the author yelled "No, Nana, don't do it!"* because they were almost on top of him (OR were going to break out of the boma).</p> <p>(... the author got closer to them to prevent a breakout.)</p> <p>➤ Answers should include the key words above and one of the following to describe what the elephants used the tree for:</p> <ul style="list-style-type: none"> • to cause a short circuit • to snap the current • to collapse the poles • to break the barrier • to try and force a breakout <p>* In this case students must use quotation marks.</p>

189	190
<p>I</p> <p>1) Shakespeare was fairly normal in that nothing in his work speaks of hard intellectual application and his vocabulary wasn't terribly impressive, but he was exceptional in that he had a positive and palpable appreciation of the transfixing power of language.</p> <p>➤ Answers should include the key words above and one of the following things that made Shakespeare exceptional:</p> <ul style="list-style-type: none"> • he had a positive and palpable appreciation of the transfixing power of language • he had a kind of assimilative intelligence • no one had ever done more with words • he had an ability to illuminate the workings of the soul superbly • he took and gave a positive satisfaction in the joyous possibilities of verbal expression 	<p>I</p> <p>1) a phenomenal number of words entered the English language, spelling was luxuriantly variable, and pronunciations were often very different from today's (twelve thousand words entered the English language, ...)</p>
191 - 192	
<p>I</p> <p>1) threw up his head (in disdain) refused to move lives in Hell</p> <p>2) happy free from (all) superstition and ignorance</p> <p>3) F T F T</p> <p>4) awkward in George's presence because she smiled at him nervously, and that she felt comfortable in Mr. Emerson's presence because she wandered about Santa Croce with him "not unpleasantly"</p> <p>*Students do not need to include quotation marks.</p>	<p>➤ Answers should include the key words above and one piece of evidence from each of the following two lists:</p> <p><i>How we know that Lucy felt awkward in George's presence:</i></p> <ul style="list-style-type: none"> • she smiled at him nervously • when he threw up his head in disdain at her comment, she felt that she had given the wrong answer • the feeling that she had about him was born of unknown emotion • she was relieved when he refused to move <p><i>How we know that Lucy felt comfortable in Mr. Emerson's presence:</i></p> <ul style="list-style-type: none"> • she wandered about Santa Croce with him "not unpleasantly" • she could re-enter the world of rapid talk when he returned <p>*Students do not need to include quotation marks.</p>

I

1) ☒☐☒☐

2) the peak of the British Empire
confronting
colonizing

3) establish friendly contact
never to open fire
(stand and) play (musical) instruments
(and sing)

4) Fawcett had been to **Ceylon** (OR **Sri Lanka**), where he had investigated archeological **ruins** and hunted for buried **treasure**, and **Morocco**, where he had served as a secret agent while **surveying** (OR **mapmaking**).

I

1) mast-head
the rigging
reached his perch

2) crept up
legs
tingled at his heart
mad fiend
dam off
blood

3) ☐☒☐

4) The crew now carried out their work **frantically** because the **frenzies** of the chase had worked them up, but this behavior led them to **mistake** some other thing for Moby Dick's **spout**, so Ahab had to be swayed **up** to his perch to search for him. (... because the hand of **Fate** had snatched all their **souls**, but this behavior ...)

(... because their **hearts** had been **bowled** along by the events of the previous day, but this behavior ...)

I

1) ☐☐☒

2) (Authors) S. W. Erdnase
(Titles) *Discoverie of Witchcraft**
(Years) 1584, 1902

3) old trick
modern mathematical breakthrough

4) The author shows the statement to have credibility by saying he imagined a **time** when gentleman conjurors/magicians **assembled** in their own **meeting** house(s) rather than being reduced to meeting in pizzerias, taco shops, hospitals, and veterans lodges, and saying how/that the mighty had **fallen**.

* Students do not need to indicate italics.

I

1)

	image of his mother
clever and trustworthy	earnest (and) yet wrong-headed

2) b

3) well enough
too well
bed
the hill

4) The "horrible conviction"* that darted through Gabriel was that his younger **dog** had driven his **ewes** (OR **flock**) off the edge of the **precipice**. (... driven his **ewes** into the **chalk pit**.)

*Students do not need to include quotation marks.